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Implementation of 21st Century Learning in the Independent Learning Curriculum at SD IT Islamic Center Deli Serdang

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Abstract

The curriculum is present as a guide used by educators where the curriculum has undergone several changes as a form of adaptation to a dynamic era. One of them is by implementing an independent learning curriculum. Thus every school that has implemented an independent learning curriculum that emphasizes learning according to the characteristics of students. Because this curriculum tends to be considered new and is still being implemented in stages. Therefore, this study aims to find out how the implementation of the independent learning curriculum is carried out, find out the obstacles encountered in implementing the independent learning curriculum, and find out how the form of independent curriculum-based learning assessment at SD IT Islamic Center Deli Serdang in 21st century learning. This research is a field research using descriptive qualitative method. Collecting data in this study using interviews, observation and documentation. The results of this study indicate that: 1) there are four policies in the implementation of the independent learning curriculum, namely the National Examination is replaced by a Minimum Competency Assessment and character survey, the National Standardized School Examination is handed over to schools, the simplification of the Lesson Implementation Plan is only one page, and the expansion acceptance of new students. 2) The implementation of the independent learning curriculum in learning is composed of several designs, starting from the introduction, core activities, elaboration, communication and confirmation and finally closing. 3) The learning assessment process at SD IT Islamic Center Deli Serdang carries out several forms of assessment, such as daily assessments in the form of questions or written notes at the end of the semester.

Keyword: *Implementation of 21st Century Learning, Independent Learning Curriculum; learning assessment process*

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INTRODUCTION

The existence of the 21 st century is marked by the era of revolution 4.0 which in the 21st century has made human life activities dependent on technology. At present, Indonesia has entered the 4.0 era and is heading towards the 5.0 era which is believed to open up employment opportunities and broad employment opportunities and help people get jobs faster. Certainly in the 21st century there will be many changes (Mardhiyah, 2021). The era of the industrial revolution 4.0 also brought changes to education, For the progress of a nation, education is the first foundation that must be improved. If you look at the progress of countries in the world, by presenting extraordinary developments (Lase, 2019). Of course the entire younger generation must be able to adapt themselves to face the development of the times, so that every generation that is born can adapt and is not left behind in the field of educational technology and is able to adapt the applicable educational curriculum (Pujiastuti, 2021).

Changes and developments in the learning process must receive special attention from the government, including in designing and establishing the curriculum. In the course of education in Indonesia, the government always strives to continue to improve existing curriculum policies with the previous curriculum (Setiawati, 2022). Even though education in Indonesia is quite far behind education in foreign countries, the government is always trying to improve the quality of education, namely by implementing the latest policies related to the education curriculum. The independent learning curriculum is the latest policy issued by the government, especially the minister of education(Marlina, 2022). As for this latest curriculum, the government offers freedom to all educational institutions in Indonesia, even students are also given freedom in the learning process according to what each student is interested in or is engaged in. More precisely, the application of an independent learning curriculum is to give freedom to each school principal and teacher to compile and develop a curriculum in schools by taking into account the needs and potential of students (Sari, 2019).

Then the teacher must also be able to provide the latest innovations in implementing learning models using strategies and methods that are liked by students, so that in the learning process they can influence all the perceptions and assumptions of each student in understanding learning at school(Rasmuin, 2020). With this policy, curriculum development in each school can be freer and in accordance with the school's vision and mission, then it can provide opportunities for students to study in a relaxed, calm manner and of course not feel pressured and not stressed when the learning process takes place (Khusni, 2022). Schools will no longer be bound by the ultimate goal of USBN and UN. Even educators will find it easier and more independent to determine material options that must be aligned with situations and conditions that are able to support the capacity of students and the needs of students (Ariga, 2022).

The implementation of the independent learning curriculum at the elementary school level must be known as project-based learning by realizing the learning profile of Pancasila. This is also very relevant to 21st century learning where learning focuses not only on the realm of knowledge but also emphasizes aspects of character, mastery of literacy, skills and technology. there are three types of learning in the independent learning curriculum, namely: intra-curricular learning which is carried out in a differentiated manner, curricular learning in the form of strengthening the Pancasila learning profile which is based on interdisciplinary learning which is oriented towards character and general competence and extracurricular learning which is carried out according to the interests of students (Inayati, 2022).

Regarding the breakthrough of the independent learning curriculum which is still in the process of introducing and implementing it in the educational environment, the researchers are very interested in conducting a more in-depth study of the application of 21st century learning in the independent learning curriculum. Integrated Islamic Elementary School (IT) Islamic Center is one of the schools in Deli Serdang that has implemented an independent learning curriculum. Even though to this day not all classes apply the independent learning curriculum, only grades 4 and 5 have implemented it.

There are several relevance of this research to previous research. As research conducted by Johar Allimuddin in 2023 regarding "Implementation of the independent learning curriculum at SD Negeri Sidangsari 02. The results of his research stated that the elementary school had begun to implement an independent learning curriculum by conducting cognitive diagnostic assessments, making teaching modules and science learning and practices on strengthening the profile of Pancasila students (Mustofa & Mariati, 2022). While research conducted by Usanto S, in 2022 regarding "Implementation of the Independent Learning Curriculum in Increasing Student Understanding at SD Y Magelang Regency. The results of his research stated that the implementation of the independent learning curriculum at SD Y Magelang Regency was carried out in stages. Then the results of the implementation of the independent learning curriculum succeeded in increasing the average score of student understanding, especially in PAI subjects by 10 points, from 70 to 80 for the average class in these subjects (Usanto, 2022).

Therefore this research is important to examine more deeply related to the independent learning curriculum so that it can be known to what extent the implementation of the independent learning curriculum in schools in 21st century learning at the Islamic Center Islamic Integrated Elementary School (IT) Deli Serdang. So that this research can be a reference in the process of implementing the independent learning curriculum program and make an evaluation of curriculum development that suits the needs of students in order to improve the skills and competencies of students.

RESEARCH METHODS

This article examines how the implementation of 21st century learning in the independent learning curriculum at SD IT Islamic Center Deli Serdang. This article is the result of phenomenological qualitative research in the application of 21st century learning in the independent learning curriculum using an analytical knife in the perspective of learning technology and educational sociology. Phenomenology was chosen because what was studied were individual educators in teaching learning at SDIT Islamic Center Deli Serdang. The subject of this research is directed at educators at the Deli Serdang Islamic Center Integrated Islamic Elementary School. This is done to explore the ideas of educators in implementing 21st century learning in the independent learning curriculum. To get accurate data, observations and interviews are carried out, documents, books, video recordings, and even data that has been calculated for other purposes. In the data processing process, the researcher validates the data by testing the validity of the data (Gunawan, 2013). In this case the researcher followed the procedure used by Moleong, namely credibility, transferability, dependability, and confirmability. In data analysis, inductive analyzes and deductive analyzes are used, where to examine important issues that intersect with the scope of the discussion of qualitative research is carried out with descriptive analysis (Sugiyono, 2019).

RESULTS AND DISCUSSION

Implementation of the Independent Curriculum

The independent learning curriculum has been implemented at SD IT Islamic Center Deli Serdang, but only grade 4 and grade 5 have started, while grades 1, 2, 3 and 6 are still in the process of introducing the concept of learning the independent learning curriculum. In accordance with the results of interviews with PAI teachers, that for this semester learning the independent learning curriculum starts from grades 4 and grade 5. As for grades 1, 2, and 3 the implementation of the independent learning curriculum will be implemented as a whole from grade 1 to grade 6 in the academic semester new. The reason why only two classes implemented it was because the introduction of the independent curriculum was carried out in stages (Rambe, Personal Communication 30 Mei 2023).The implementation of the independent learning curriculum is carried out according to the directions and regulations of the Ministry of Education and Culture of the Republic of Indonesia designed by Nadiem Anwar Makarim. The existence of a policy of implementing an independent learning curriculum in the educational environment in Indonesia has several reasons, one of the biggest reasons for the breakthrough of independent learning is due to the low quality of education in Indonesia (Nailyl, 2022). As according to the data collected, that Indonesia is still ranked sixth from the bottom when viewed from 79 countries that master the fields of mathematics and literacy. The ability to master the field of literacy is not only the ability to read fluently, but the ability to understand and be able to analyze the content of the reading (Hewi, 2020).

Seeing from the various setbacks in the quality of education in Indonesia when compared to other countries, of course, the government must provide better policies, so that with the latest policies on improving the quality of education in Indonesia are able to answer and anticipate the challenges of education today. The latest education policy offered by the government is the independent learning curriculum policy. The presence of the independent learning curriculum policy certainly received pro and con responses from various groups. However, in essence, the implementation of this independent learning curriculum policy offers all educational institutions, both teachers, students to provide freedom in carrying out the learning process.

The independent learning curriculum provides freedom to explore knowledge with various activities that provide experience for students (Anisa, 2022). There is freedom in carrying out learning, so every student will be able to learn according to the abilities and interests of students' talents. Therefore, the presence of the implementation of an independent learning curriculum will produce creative and independent students. In addition, the application of the independent learning curriculum adapts to the cultural, local, socio-economic, and infrastructure wisdom of each institution (Wartoyo, 2022).

There are several aspects of implementing learning in the independent learning curriculum, namely: the independent learning curriculum refers more to the Pancasila student profile, the learning development framework is a continuous cycle, the learning modules are arranged according to the phases or stages of student development taking into account what will be learned with the aim learning, the independent curriculum includes competency standard guidelines, learning assessments and assessments according to the characteristics and needs of students.

The implementation of the independent learning curriculum in elementary schools IT Islamic Center can be seen from the implementation of learning that occurs in schools. In this study, the core aspects of the independent learning curriculum studied were learning assessment, preparation of teaching modules, implementation of learning in grade 4 and grade 5 and seeing how to strengthen the learning profile of Pancasila(Rambe, Personal Communication 30 Mei 2023). The implementation of assessment at SD IT Islmic Center has done well, because the teacher's understanding of assessment is sufficient, then the teacher has made teaching modules in accordance with the format of the independent learning curriculum in order to adjust the regulations of the ministry of education.(Nisa, Personal Communication 30 Mei 2023). As for the form of assessment carried out by the teacher at SD IT Islamic Center Deli Serdang, namely conducting several forms of assessment, such as daily assessments in the form of questions or written. In carrying out the assessment process, if there are several students who are remedial, then a re-discussion is carried out. Then the results of the re-discussion will be given an assessment that can be done outside of learning hours (Rambe, Personal Communication 30 Mei 2023).

As for the regulations from the Ministry of Education and Culture in the implementation of the independent learning curriculum, if in previous years the National Examination (UN) was one of the assessment standards as a benchmark for the achievement of national-based students. Then the policy will be replaced with a minimum competency assessment and character survey. The background to the change in national assessment is that the Minister of Education and Culture wants the law to provide independence and freedom in conducting assessments from each school itself. Thus, each educational environment can provide freedom in assessment by adjusting the cultural culture, or area of students based on the national level. Then the policy will be replaced with a minimum competency assessment and character survey (Kemendikbudristek, 2021).

Teacher Strategies in Optimization Independent Learning in the 21st Century

In essence, freedom of learning is a policy in freedom of thought and freedom in developing students' abilities and freedom in the learning process(Suhartono, 2022). Therefore, every teacher is given the authority to adjust learning to the independent learning curriculum in the 21st century. As a teacher or every education staff in every educational environment, it should be switched in carrying out the learning process in the classroom, Especially in the 21st century, a teacher must be able to integrate the abilities of students both in the fields of literacy, knowledge, skills and attitudes towards the ability to master technology learning, so that teachers will be able to encourage each student to continue to develop the ability to have higher thinking skills in creative ways

In the 21st century, many challenges will be faced for every teacher, namely being able to pay attention to various kinds of challenges and skills required for learning in the 21st century, so it becomes a must in curriculum development to pay attention to all kinds of skills as required by the 21st century to be applied in the curriculum and taught to students(Hanny, 2021). In learning in the 21st century, there are several things that can be applied to a teacher in implementing independent learning in the 21st century, namely: 1) Teachers must be able to carry out good cooperation with parents, in order to establish harmonious communication for the success of students in carrying out the learning process both at school and at home. 2) Teachers must be able to understand the learning psychology of students. Because today it is the biggest challenge for a teacher in dealing with the various characteristics of each student. Even so, a teacher still pays special attention to a child who has low abilities. There may be several reasons a child is not enthusiastic in learning, then a teacher must provide special treatment or assistance in solving problems faced by students. Teachers must also be able to choose media that suits the abilities of students. So that with the appropriate material and media, the learning process of students will not feel burdened in receiving learning. 3) Teachers must be able to carry out policies in providing assessments of students. As an assessment in the era of independent learning as it is today. Of course, it is different when the implementation of assessment in the 2013 curriculum era. This is certainly inseparable from the role of the internet as a digital means as a liaison between teachers and students. 4) Teachers must be able to follow the development of the times so that teachers are able to carry out the learning process well. Then the learning process will be relevant to the abilities and needs of students (Akhyak, 2021).

Implementation of the Independent Learning Curriculum in Subjects at SD IT Islamic Centre Deli Serdang

One of the programs implemented by the Ministry of Education and Culture to deal with the backwardness of the low quality of education in Indonesia is the implementation of an independent learning curriculum(Leu, 2022). The implementation of the independent learning curriculum aims to obtain the

results of achieving ideal learning objectives by prioritizing the freedom of students to explore their abilities and make teachers as friends to discuss(Khoirurrijal dkk, 2022). In addition, this independent learning curriculum is identical to learning that usually learns in the classroom, so teachers and students can carry out learning outside the classroom (Indarta, 2022).

The existence of an independent learning curriculum means that students can be formed to be independent, courageous, intelligent and creative (Head Master, Personal Communication 30 Mei 2023). So ideally education today is education with fun learning. However, in the application of the independent learning curriculum, it is carried out in various stages, as from observations and interviews conducted by researchers, that the independent learning curriculum that has been implemented at SD IT Islamic Center Deli Serdang, begins with making a learning implementation plan (RPP). In learning planning at SD IT Islamic Center Deli Serdang, it has begun to implement an emergency curriculum as stated by the Minister of Education, that learning lag during the Covid-19 pandemic is considered more effective if simplification is carried out using an emergency curriculum.

Based on surveys in the field, with the simplification of the curriculum, it turned out to provide a positive response for elementary school teachers. As in the independent learning plan, learning began during the Covid-19 pandemic, where teachers in the learning implementation process only provided essential materials, aiming to make it easier for teachers to provide learning and develop the creativity of students (Basri, 2023). The planning that has been prepared by teachers at SD IT Islamic Center Deli Serdang is by determining learning outcomes, competencies, materials, and learning objectives. Planning activities designed in the Akidah akhlak subject has several elements, namely: subjects, determining the material, classes, semesters, allocation of time, competencies and learning objectives to assessments carried out in accordance with the authority of the teachers of moral creed (Rambe, Personal Communication 30 Mei 2023).

Based on the findings of the researchers, that the planning of the independent learning program at SD IT Islamic Center Deli Serdang in carrying out moral creed learning is arranged several designs, namely: introduction, at this stage students conduct joint prayers, conduct attendance attendance, explain the benefits and objectives of the learning material, and ask questions about the material that has been learned and related to the material to be studied. After that enters the core activities, at this stage there are several stages, namely exploration. After that, the teacher shows infocus then invites students to pay attention to videos about prayer or read comics about adab salat and dhikr. Then the learners identify about adab salat and zikr in the video, after which the learners ask questions related to adab salat and zikr. If there is no question the teacher provokes students, after carrying out these stages then enter the next stages, such as the stages of elaboration, communication and confirmation. And the last closing, here the teacher explains the lesson plan at the next meeting, and closes by praying together.

Therefore, learning an independent learning curriculum is learning that gives freedom to schools to explore according to the needs of students. and provide independence in delivering learning materials. As for what is meant by freedom in learning where teachers and students get freedom in using their own thoughts to get freedom in creating and innovating. In the independent learning program, educators must make rules and class contracts that are implemented related to the study of moral creed between educators and students. This makes students happy and receptive to learning (Madhakomala et al., 2022).

Learning Barriers to the Independent Learning Curriculum at SD IT Islamic Centre Deli Serdang

In fact, in human life, not everyone can be civilized quickly when a person is placed or introduced to things that he may not have encountered at all in his life. It is certain that a person must know more so that he can position and position himself to get comfort in his life. Therefore, if we move on to the implementation of the independent learning curriculum, then this will also get two responses from the entire community, especially in the educational environment, namely a response that agrees to the implementation of the independent learning curriculum and a response that disagrees with changes to the curriculum at this time.

The application of the curriculum is still relatively new, of course, students, especially teachers, must be able to adjust to the latest curriculum changes. In the application of the latest curriculum, a teacher must have encountered several obstacles in implementing the independent learning curriculum with the subjects to be taught. Generally, the obstacle felt today by teachers and students is that there is still a lack of understanding related to the concept of implementing independent learning (Desrianti & Yuliana, 2022).

The implementation of the independent learning curriculum in subjects is certainly inseparable from the difficulties or obstacles experienced by teachers. As for some forms of difficulties or obstacles experienced by teachers in implementing the independent learning curriculum are: teachers are given the obligation to develop their own learning objectives (Rambe, Personal Communication 30 Mei 2023).

It is true that teachers are given freedom and independence in designing learning, but the fact is that in terms of ability there are still senior teachers at SD IT Islamic Center Deli Serdang who are not fully prepared, even there are still many teachers who have not been able to develop a good lesson implementation plan. This is because at SD IT Islamic Center Deli Serdang has not thoroughly known the concept of an independent learning curriculum and the government has not provided in-depth training to implement the independent learning curriculum at SD IT Islamic Center Deli Serdang. While the obstacle or challenge for students in implementing the independent learning program is that there are still many students who are still confused in choosing for themselves what to learn based on their talents and interests. It is necessary to really choose what suits the talents of students and not just follow what is chosen by their friends (Rambe, Personal Communication 30 Mei 2023).

Evaluation of the Merdeka Belajar Program at SD IT Islamic Centre Deli Serdang Learning

Learning evaluation is very important in the success of the educational process, a good school is a school that has a good form of evaluation as well, this evaluation will be a determinant to find out to what extent the ability of students to receive the subject matter that has been taught by educators (Mufid, 2022). This learning evaluation will determine whether the method, strategy or material delivered is appropriate or not. Therefore, this evaluation will determine the extent to which educational goals are achieved (Hudri, 2022).

Therefore, what distinguishes the independent learning curriculum from the previous curriculum is that there are differences in the implementation of learning evaluation. If the form of learning evaluation in the previous curriculum must be carried out simultaneously nationally. This means that the form of learning evaluation is autured by education providers nationally. While the form of evaluation in the independent learning curriculum, the form of evaluation is given in full to the educational institution or school. In addition, the form of assessment in the independent learning curriculum is an assessment based on the talents and interests of students, this assessment will encourage students to continue to develop their abilities and competencies. So that students will not be burdened with the score that must be achieved in KKM. Therefore, assessment in the independent learning curriculum is carried out freely and unbound (Rahayu, 2022).

The assessment process in the subjects of SD IT Islamic Centre Deli Serdang conducts several forms of assessment, such as daily assessments in the form of questions or written. In conducting the assessment process, if there are several students who are remedial, then a re-discussion is carried out. Then the results of the re-discussion will be given an assessment can be done outside of learning hours.

CONCLUSION

The independent learning curriculum is the latest breakthrough set by the ministry of education which aims to make education in Indonesia better than before. The implementation of the independent learning curriculum in subjects at SD IT Islamic Center Deli Serdang has begun to run effectively and efficiently. The implementation of an independent curriculum is a very good breakthrough to be applied, because in its policy it can make it easier for teachers to teach basic and important materials to students without having to be burdened with other essential materials. There are several policies implemented in their learning curriculum, namely: changes to national standardized school examinations, national examinations, lesson implementation plans, and admission regulations that are able to provide broad opportunities for students to be able to absorb knowledge according to their potential and abilities. The implementation of the independent learning program on subjects at SD IT Islamic Center Deli Serdang, where students are given motivation and guidelines to see, observe, read and write, educators provide opportunities to recognize material that has not been understood, students are given the opportunity to discuss, collect materials, and represent.

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